NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: MIDDLESEX COUNTY VOCATIONAL SCHOOL DISTRICT	School: Perth Amboy Vocational School
Chief School Administrator: BRIAN LOUGHLIN	Address: 457 High Street, Perth Amboy NJ 08861
Chief School Administrator's E-mail: loughlinb@mcvts.net	Grade Levels: 9-12
Title I Contact: Deb Krause	Principal: Robert Fuller
Title I Contact E-mail: kraused@mcvts.net	Principal's E-mail: fullerr@mcvts.net
Title I Contact Phone Number: 732-257-3300	Principal's Phone Number: 732-376-6300 X 6305

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

____Robert Fuller_____   _____   _____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____8_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ __4,170,042__ , which comprised __10.37__ % of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 4,217,868 , which will comprise 10.36 % of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
After-school tutoring	3	Extended Learning Time	100-100 200-200 200-100 200-200	14632 1120 3658 280
Saturday Intervention Program	3	Extended Learning Time	100-100 200-200 200-100	6549 752 3275
Assisted Reading Support Class	3	Interventions to Address Student Achievement	100-100 200-200 100-600	19039 4950 1947
Biology Test Prep	3	Interventions to Address Student Achievement	100-100 200-200 100-600	8584 2232 435
Geometry/Algebra II Math Support Class	3	Interventions to Address Student Achievement	100-100 200-200	53722 13968
Standardized Test Prep Class	3	Interventions to Address Student Achievement	100-100 200-200	13206 3434

Aleks (math software)	3	Interventions to Address Student Achievement	100-600	6750
PD – Chromebooks and Designing Learner Active, Technology Infused Classroom – Summer Teacher Training	1	Professional Development	*Title II* *100-300* *100-100* *200-200*	*Title II* *13880* *11800* *903*
PD – Naviance Training	1	Professional Development	100-300 200-300	900 2700
PD – Collins Writing	1	Professional Development	*Title II* *100-300*	*Title II* *4400*
Test Prep – SAT, ACT, PSAT	4	Extended Learning Time	100-300 200-100 200-200	16600 1298 100
Instructional Supplies for Test Prep and Support Classes	3,4	Interventions to Address Student Achievement	100-600	2343
Chromebooks	2	Data Analysis	100-600	14131
Parental Informational Sessions	4	Parental Involvement	200-600	2722
Bus Transportation for After-school Tutoring	3	Extended Learning Time	100-500	35100
Ongoing PD - Consultant – IDE – Chromebooks and Differentiated Instruction	1	Professional Development	200-300	20220
IDE Portal – Teacher Resources	1,3	Interventions to Address Student Achievement	200-600	995
Naviance Subscription	4	Parental Involvement Extended Learning Time	200-600	3080

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan. ***Add lines as necessary***.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Robert Fuller	Principal	Yes	Yes		
Guy Fimiani	Vice Principal	Yes	Yes		
Guy Johnson	Guidance Counselor	Yes	Yes		
Katie Elko	Guidance Counselor	Yes	Yes		
Marlene Shakarian	District Supervisor-BOE	Yes	Yes		
Carlos Vega	Student	Yes	Yes		
Chris Galarzo	Student	Yes	Yes		
Anair Rios	Staff	Yes	Yes		
Gerard Voorhees	Community	Yes	Yes		
Michele Pearl	English Teacher	Yes	Yes		
Jennifer Morales	Police Officer	Yes	Yes		
Andy Matalvo Sr	Parent	Yes	Yes		
Rick Zaleski	Parent	Yes	Yes		

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
October 30, 2014	Perth Amboy Conference Room	General Info on Schoolwide	X		X	
December 1, 2014	Perth Amboy Conference Room	Organizing the Schoolwide Team	X		X	
February 4, 2015	Perth Amboy Conference Room	School Vision & Collecting Data	X		X	
February 11, 2015	Perth Amboy Conference Room	Gathering Data to conduct the Comprehensive Needs Assessment	X		X	
March 9, 2015	Perth Amboy Media Center	Staff Mtg-Analyzing Data	X		X	
March 12, 2015	Perth Amboy Conference Room	Comprehensive Needs Assessment	X		X	
March 18, 2015	Perth Amboy Media Center	Parent Meeting – Comprehensive Needs Assessment	X		X	
March 25, 2015	Perth Amboy Conference Room	Finalizing the Comprehensive Needs	X		X	

		Assessment				
April 23, 2015	BOE Conference Room – East Brunswick	Meet with Title I Coordinator	X		X	
May 13, 2015	Perth Amboy Conference Room	Schoolwide Plan Development	X		X	
May 27, 2015	Perth Amboy Conference Room	Program Evaluation	X		X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Our purpose is to provide a comprehensive, innovative, and technologically progressive dual educational program that emphasizes college and career readiness for the 21st century. We have high expectations of all our students so that they can maximize their potential to become lifelong learners. Our highly qualified staff members model this behavior by attending professional development in order to continue their lifelong learning experiences. All adults working in the school mentor, coach, and advise students on a daily basis. Strong partnerships are necessary between the school staff, family and community to improve the quality and effectiveness of the educational programs and services offered to students. We strive to increase the level of communication between students, parents and the community.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

2. What were the strengths of the implementation process?

3. What implementation challenges and barriers did the school encounter?

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

9. How did the school structure the interventions?

10. How frequently did students receive instructional interventions?

11. What technologies did the school use to support the program?

12. Did the technology contribute to the success of the program and, if so, how?

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1)."

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	HSPA NJ ASK 8 NWEA Fall 2014 Reading PSAT Reading	**March 2014 HSPA – first time eleventh graders:** 10% of students were Advanced Proficient, 87.1% of students were Proficient, and 2.9% of students were Partially Proficient. 2/70 students were special education students - both were Proficient. 2/70 students were LEP – both were Proficient. Hispanic or Latino students are the only ethnicity with an n>30 – 9.3% were Advanced Proficient, 87% were Proficient and 3.7% were Partially Proficient. 59/70 are Economically Disadvantaged – 10.2% were Advanced Proficient, 88.1% were Proficient, and 1.7% were Partially Proficient. **NJ ASK 8 (9TH graders)** – 82% Proficient or Advanced Proficient, and 18% Partially Proficient. 51/71 are Economically Disadvantaged – 80% Proficient and 20% Partially Proficient. 1/71 is ELL – 100% Partially Proficient. **NWEA Fall 2014 Reading (9th graders)** – (Proficient = 225) 38% Proficient, and 62% Partially Proficient. 53/77 are Economically Disadvantaged – 34% Proficient, and 66% Partially Proficient. 1/77 is ELL – 100% Partially Proficient. **NWEA Fall 2014 Reading (10th graders)** – (Proficient = 225) 45% Proficient, and 55% Partially Proficient. 55/69 are Economically Disadvantaged – 40% Proficient, and 60% Partially Proficient. 3/68 are ELL – 100% Partially Proficient. **NWEA Fall 2014 Reading (11th graders)** – (Proficient = 225) 45% Proficient, and 55% Partially Proficient. 47/64 are Economically Disadvantaged – 47% Proficient, and 53% Partially Proficient. 1 ELL student did not take test.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		NWEA Fall 2014 Reading (12th graders) – (Proficient = 225) 47% Proficient, and 53% Partially Proficient. 54/68 are Economically Disadvantaged – 48% Proficient, and 52% Partially Proficient. 1/68 is ELL – 100% Partially Prof.
		PSAT Reading (10th graders) – (Proficient = 40) 34% Proficient, and 66% Partially Proficient. 54/68 are Economically Disadvantaged – 24% Proficient, and 76% Partially Proficient. 3/68 are ELL – 100% Partially Proficient.
		PSAT Reading (11th graders) – (Proficient = 40) 47% Proficient, and 53% Partially Proficient. 47/62 are Economically Disadvantaged – 49% Proficient, and 41% Partially Proficient. 1/62 is ELL – 100% Partially Proficient.
Academic Achievement - Writing	NJBCT Performance Assessment PSAT Writing	**May 2014 NJBCT Performance Assessment (Writing)** – 102 current students took the assessment in 2014. 5.1 was the statewide raw score means for students whose scale score was 200. 51% of total students scored above 5.1. 49% scored below 5.1. 79/102 were Economically Disadvantaged – 54% scored above 5.1 and 46% scored below a 5.1. 5/102 were LEP students – 100% scored below a 5.1 on the performance assessment.
		PSAT Writing (10th graders) – (Proficient = 40) 19% Proficient, and 81% Partially Proficient. 54/68 are Economically Disadvantaged – 11% Proficient, and 89% Partially Proficient. 3/68 are ELL – 100% Partially Proficient.
		PSAT Writing (11th graders) – (Proficient = 40) 31% Proficient, and 69% Partially Proficient. 47/62 are Economically Disadvantaged – 32% Proficient, and 68% Partially Proficient. 1/62 is ELL – 100% Partially Proficient.
Academic Achievement - Mathematics	HSPA 9th Grade Math Diagnostic Test NJ ASK 8 NWEA Fall 2014 scores PSAT Math ASVAB	**March 2014 HSPA – first time eleventh graders:** 5.7% of students were Advanced Proficient, 61.4% of students were Proficient, and 32.9% of students were Partially Proficient. 2/70 students were special education students - both were Partially Proficient. 2/70 students were LEP - 1 was Proficient and 1 was Partially Proficient. Hispanic or Latino students are the only ethnicity with an n>30 - 5.6% were Advanced Proficient, 64.8% were Proficient and 29.6% were Partially Proficient. 59/70 are Economically Disadvantaged – 6.8% were Advanced Proficient, 59.3% were Proficient, and 33.9% were Partially Proficient.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		9th Grade Math Diagnostic Test (9th graders) – (Proficient = 70) - 41% Proficient, and 59% Partially Proficient. 50/73 are Economically Disadvantaged – 38% Proficient and 62% Partially Proficient. 1/73 is ELL – 100% Partially Proficient.
		NJ ASK 8 (9TH graders) – 65% Proficient or Advanced Proficient, and 35% Partially Proficient. 51/71 are Economically Disadvantaged – 61% Proficient and 39% Partially Proficient. 1/71 is ELL – Proficient.
		NWEA Fall 2014 Math (9th graders) – (Proficient = 235) 47% Proficient, and 53% Partially Proficient. 53/77 are Economically Disadvantaged – 38% Proficient, and 62% Partially Proficient. 1/77 is ELL – 100% Proficient.
		NWEA Fall 2014 Math (10th graders) – (Proficient = 235) 53% Proficient, and 47% Partially Proficient. 55/68 are Economically Disadvantaged – 49% Proficient, and 51% Partially Proficient. 3/68 are ELL – 100% Partially Proficient.
		NWEA Fall 2014 Math (11th graders) – (Proficient = 235) 56% Proficient, and 44% Partially Proficient. 50/68 are Economically Disadvantaged – 56% Proficient, and 44% Partially Proficient. 1/68 is ELL – 100% Partially Proficient.
		NWEA Fall 2014 Math (12th graders) – (Proficient = 235) 59% Proficient, and 41% Partially Proficient. 54/68 are Economically Disadvantaged – 61% Proficient, and 39% Partially Proficient. 1/68 is ELL – 100% Partially Proficient.
		PSAT Math (10th graders) – (Proficient = 40) 35% Proficient, and 65% Partially Proficient. 54/68 are Economically Disadvantaged – 31% Proficient, and 69% Partially Proficient. 3/68 are ELL – 100% Partially Proficient.
		PSAT Math (11th graders) – (Proficient = 40) 60% Proficient, and 40% Partially Proficient. 47/62 are Economically Disadvantaged – 60% Proficient, and 40% Partially Proficient. 1/62 are ELL – 100% Partially Proficient.
		ASVAB (11th graders) – (Proficient = 31) 60% Proficient, and 40% Partially Proficient. 45/63 are Economically Disadvantaged – 62% Proficient, and 38% Partially Proficient. 1/63 is ELL – 100% Partially Proficient.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – NJ Biology Competency Test (NJBCT)	NJBCT	Total Students (120). 55% Partially Proficient, 42.5% Proficient, and 2.5% Advanced Proficient. Special Education students (2) – 100% Partially Proficient. LEP students (6) – 100% Partially Proficient. White students (13) – 27.3 % Partially Proficient, 63.6% Proficient, and 9.1% Advanced Proficient. Black students (6) – 66.7% Partially Proficient, 33.3% Proficient. Hispanic Students (106) – 57.3% Partially Proficient, 40.8% Proficient, and 1.9% Advanced Proficient. Economically Disadvantaged students (96) – 59.1% Partially Proficient, 39.8% Proficient, and 1.1% Advanced Proficient.
Family and Community Engagement	Survey Attendance at Meetings	**Parent Survey:** 69% of parents meet in person with teachers, guidance counselors or administrators once or twice a year. There is currently no active PTA/PTO in place. Numerous attempts have been made in past years to reorganize PTA/PTO meetings.
Professional Development	McREL Walkthrough data McREL Evaluation data Teacher in-service PD evaluations Staff Survey Incident Report	**McREL Walkthrough Data** – Based on 94 walkthroughs (Sept 2014-Feb 2015) Blooms Taxonomy – % of walkthroughs in each category • No Instruction – 8.5% of walkthroughs • Remember – 18.1% • Understand – 35.1% • Apply – 18.1% • Analyze – 10.6% • Evaluate – 0% • Create – 7.4% **McREL Walkthrough Data** – 94 walkthroughs Grouping – % of walkthroughs in each category • Whole Group – 56.4% of walkthroughs • Small Groups – 13.8 % of walkthroughs • Cooperative Groups – 0% of walkthroughs

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		• Pair – 5.3% of walkthroughs • Individual – 21.3% of walkthroughs **McREL Walkthrough Data** – 94 walkthroughs Teacher Directed Technology – % of walkthroughs in each category • No technology – 58.5% of walkthroughs • Display Tool – 20.2% of walkthroughs • Instructional Media – 20.2% of walkthroughs **McREL Walkthrough Data** – 94 walkthroughs Students Using Technology – % of walkthroughs in each category • No technology – 77.7% of walkthroughs • Word Processing – 3.2% of walkthroughs • Instructional Media – 7.4% of walkthroughs **McREL Evaluation Data** – Based on all 2013-2014 observations in Perth Amboy the three top weaknesses lie in the following areas: • McREL 4E: Teachers need to help students develop critical thinking and problem-solving skills. • McREL 4F: Teachers need to help students work in teams and develop leadership qualities. • McREL 4H: Teachers need to use a variety of methods to assess what each student has learned. **Staff Surveys:** 100% of teachers agree or strongly agree that the teachers are committed to improving student achievement. 75% of teachers agree or strongly agree that they use data to inform their instruction. 80% of teachers agree or strongly agree that they have the skills to differentiate instruction for English language learners and culturally diverse students. Teacher suggestions (from surveys) for professional development: PD that follows through after the initial class. PD on a variety of assessment techniques teachers can use to drive instruction (formative assessments). PD from other teachers about new strategies and technologies that have been successful in their own classroom. PD on classroom management. PD on how to make instruction more rigorous.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Incident Report: Top five incidents from Sept 2014 – Feb 2015 = 189 incidents of tardiness, 53 incidents of disruptive behavior, 51 incidents of cutting class, 41 incidents of insubordination, and 20 incidents of horseplay.
Leadership	Teacher Surveys	**Teacher Surveys:** 95% of teachers agree or strongly agree that the school administrators encourage teachers to try new methods of instruction. 65% of teachers agree or strongly agree that the school administrators ensure teachers have time to work together in collaborative teams.
School Climate and Culture	Parent, Teacher, and Student Surveys Incident report	**Parent Surveys:** 92% of parents feel their child has a sense of belonging at their school. 62% of parents feel the teaching styles of their child's teacher matches the child's learning style. 69% of parents feel the information given to them about their child's academic growth is useful. 77% of parents feel the administrators create a physically and emotionally safe school environment for their child to learn. **Teacher Surveys:** 85% of teachers agree or strongly agree that the school has a high quality curriculum that challenges students. 85% of teachers agree or strongly agree that the teachers have high expectations for all students. 100% of teachers agree or strongly agree that the teachers are committed to improving student achievement. **Student Surveys:** 59% of students like being in this school. 60% of students have a lot of school pride. 67% of students feel that the teachers like to come to school. 87% of students feel they will graduate from High School. 73% of students feel they will go to college. **Incident Report:** Top five incidents from Sept 2014 – Feb 2015 = 189 incidents of tardiness, 53 incidents of disruptive behavior, 51 incidents of cutting class, 41 incidents of insubordination, and 20 incidents of horseplay. Numbers of computers in school: (37) Chromebooks, (35) Desktops and (28) laptops, and Math classes (24) laptops.
School-Based Youth Services	N/A	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Students with Disabilities	HSPA	*Due to the low number of special education students, data poses no significance for the development of initiatives.* **March 2014 HSPA – LAL - first time eleventh graders:** 2/70 students were special education students - both were Proficient. **March 2014 HSPA – Math - first time eleventh graders:** 2/70 students were special education students - both were Partially Proficient. **October 2014 HSPA – Math:** 2/23 students were special education students - both were Partially Proficient.
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	ACCESS HSPA NWEA NJ ASK 8	*Due to the low number of students in the program, data poses no significance for the development of initiatives.* All (6) ELL students scored below a 4 on the ACCESS for ELLs. (1) 9th grade ELL student passed the Math sections of the NWEA Fall 2014 and NJ ASK 8. (1) 12th grade ELL student passed the Language Arts Literacy portion of the HSPA. Another 12th grade ELL student passed the Math section of the HSPA.
Economically Disadvantaged	HSPA 9th Grade Math Diagnostic Test NJ ASK 8 PSAT NWEA	**March 2014 HSPA – Math - first time eleventh graders:** 59/70 are Economically Disadvantaged – 6.8% were Advanced Proficient, 59.3% were Proficient, and 33.9% were Partially Proficient. **9th Grade Math Diagnostic Test** – (Proficient = 70) - 50/73 are Economically Disadvantaged – 38% Proficient and 62% Partially Proficient. **NJ ASK 8 (9TH graders)** –51/71 are Economically Disadvantaged – 61% Proficient and 39% Partially Proficient.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		NWEA Fall 2014 Math (9th graders) – (Proficient = 235) 53/77 are Economically Disadvantaged – 38% Proficient, and 62% Partially Proficient. **NWEA Fall 2014 Math (10th graders)** – (Proficient = 235) 55/68 are Economically Disadvantaged – 49% Proficient, and 51% Partially Proficient. **NWEA Fall 2014 Math (11th graders)** – (Proficient = 235) 50/68 are Economically Disadvantaged – 56% Proficient, and 44% Partially Proficient. **NWEA Fall 2014 Math (12th graders)** – (Proficient = 235) 54/68 are Economically Disadvantaged – 61% Proficient, and 39% Partially Proficient. **PSAT Math (10th graders)** – (Proficient = 40) 54/68 are Economically Disadvantaged – 31% Proficient, and 69% Partially Proficient. **PSAT Math (11th graders)** – (Proficient = 40) 47/62 are Economically Disadvantaged – 60% Proficient, and 40% Partially Proficient. **ASVAB (11th graders)** – (Proficient = 31) 45/63 are Economically Disadvantaged – 62% Proficient, and 38% Partially Proficient. **March 2014 HSPA – LAL - first time eleventh graders:** 59/70 are Economically Disadvantaged – 10.2% were Advanced Proficient, 88.1% were Proficient, and 1.7% were Partially Proficient. **NJ ASK 8 – LAL - (9TH graders)** –51/71 are Economically Disadvantaged – 80% Proficient and 20% Partially Proficient. **NWEA Fall 2014 Reading (9th graders)** – (Proficient = 225) 53/77 are Economically Disadvantaged – 34% Proficient, and 66% Partially Proficient. **NWEA Fall 2014 Reading (10th graders)** – (Proficient = 225) 55/69 are Economically Disadvantaged – 40% Proficient, and 60% Partially Proficient.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		NWEA Fall 2014 Reading (11th graders) – (Proficient = 225) 47/64 are Economically Disadvantaged – 47% Proficient, and 53% Partially Proficient. **NWEA Fall 2014 Reading (12th graders)** – (Proficient = 225) 54/68 are Economically Disadvantaged – 48% Proficient, and 52% Partially Proficient. **PSAT Reading (10th graders)** – (Proficient = 40) 54/68 are Economically Disadvantaged – 24% Proficient, and 76% Partially Proficient. **PSAT Reading (11th graders)** – (Proficient = 40) 47/62 are Economically Disadvantaged – 49% Proficient, and 41% Partially Proficient.

Demographics	Genesis (Ethnicity, Attendance, Incidents)	**Student demographics**
		 1-Hawaiian Native
		    (1) Male (0) ED
		 3-Multi-racial
		    (2) Male (2) ED
		    (1) Female (1) ED
		 5-Asian
		    (2) Male (2) ED
		    (3) Female (3) ED
		 29-Black
		    (16) Male (13) ED
		    (13) Female (9) ED
		 32-White
		    (21) Male (7) ED
		    (11) female (6) ED
		 216-Hispanic
		    (127) Male (97) ED (3) ELL

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		(89) Female (74) ED (3) ELL
		Attendance
		9th Grade – 94%
		10th Grade – 94%
		11th Grade – 92%
		12th Grade – 91%
		Failures for the Year (June 2014)
		(46) Students failed 72 courses – (40) ED (6) Not ED
		(3) failed shop class – (3) ED
		(4) failed English 9 – (4) ED
		(3) failed English 10 – (3) ED
		(4) failed English 11 – (2) ED (1) ELL
		(4) failed English 12 – (4) ED
		(13) failed Algebra I – (13) ED
		(14) failed Geometry – (10) ED
		(6) failed Algebra II – (5) ED
		(4) failed US History I – (3) ED
		(3) failed World History – (3) ED
		(5) failed Biology – (5) ED
		(1) failed Chemistry – (1) ED
		(5) failed Spanish I – (4) ED
		(1) failed Spanish II – (1) ED
		# of D's and F's for MP 1 and MP 2 in ELA and Math
		ALGEBRA I
		MP 1 - (17) D's and F's (11) ED (0) ELL
		MP 2 – (32) D's and F's (22) ED (0) ELL
		GEOMETRY

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		MP 1 - (10) D's and F's (9) ED (0) ELL MP 2 – (24) D's and F's (20) ED (0) ELL **ALGEBRA II** MP 1 - (28) D's and F's (19) ED (0) ELL MP 2 – (40) D's and F's (27) ED (0) ELL **ENGLISH 10** MP 1 - (14) D's and F's (8) ED (0) ELL MP 2 – (22) D's and F's (14) ED (0) ELL **ENGLISH 11** MP 1 - (23) D's and F's (10) ED (0) ELL MP 2 – (24) D's and F's (13) ED (0) ELL **ENGLISH 12** MP 1 - (2) D's and F's (1) ED (0) ELL MP 2 – (4) D's and F's (3) ED (0) ELL

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? Data was collected from state assessments (HSPA, PSAT, ASVAB), all available data from NWEA fall and spring district testing, 9th grade math diagnostic assessments (given to incoming freshmen), and NJ ASK 8 scores. This data was entered into Excel spreadsheets for all students in each grade level. Also included in the spreadsheets were the students grade level, ethnicity, gender, and Economically Disadvantaged (ED) status. For the current school year, if the student met criteria for Title I, it was noted in the spreadsheet as well. The NJBCT was also reviewed for the academic content and for the performance assessment section of the test (for writing strengths/weaknesses). Data from Genesis was collected (Student demographics, disciplinary data, attendance data, student failures (June 2014), and MP 1 and 2 student grades of a D or F). Data from current year McREL Walkthroughs and past year evaluations was collected as well as professional development evaluations.

   The academic data was separated into proficient and partially proficient categories. The data was further disaggregated into subgroups such as Economically Disadvantaged and ELL. *Due to the low number of special education students, data posed no significance for the development of initiatives.*

   After reviewing the initial documents, the team decided that more qualitative data was needed such as Student, Staff, and Parent Surveys. Surveys were created by SurveyMonkey for Staff and Parents. An email was sent to the staff with the Survey Monkey link explaining the importance of their input. Letters in English and Spanish were sent home to the parents asking them to complete the survey in Survey Monkey. Parents were encouraged to participate in the survey so that all students could benefit from an expanded Title I program.

   The data from all sources was organized into charts for visual analysis. First, the data was analyzed for strengths and weaknesses of the school. Once weaknesses were identified, the team was instructed to find patterns and trends that might identify 'root' causes. Data was analyzed on multiple occasions from multiple stakeholders in order to gather the whole picture of the school's needs. Once the

needs were identified, the team was instructed to prioritize its needs from high to low. Once the 4 top priority problems were identified, scientifically based research was conducted to establish possible interventions.

2. What process did the school use to collect and compile data for student subgroups? The team used the subgroup data from the state assessments (ED and ELL). Additional subgroup data was pulled from Genesis for further analysis (Ethnicity, Special Education, Economically Disadvantaged (ED), & ELL)

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?   NJASK, NWEA, PSAT, ASVAB, and HSPA are standardized tests. HSPA scores are valid and reliable through Measurement Incorporated. The NWEA MAP results are valid and reliable through Northwest Evaluation Association. The PSAT is a standardized test administered by the College Board. Its reliability coefficients are often .90 or higher.

4. What did the data analysis reveal regarding classroom instruction? According to the walkthrough data collected, the teachers are teaching to the lower end of Blooms Taxonomy (remember and understand). According to the walkthrough data, a large percentage of teachers were instructing in whole groups (56.4%). Teachers are not differentiating instruction to help students develop critical thinking and problem solving skills. Students are not working in teams for collaborative discussions. 58.5% of teachers were not using technology. 77.7% of walkthroughs evidenced no use of technology by students. Teachers and students are not using technology on a regular basis. Survey responses indicate that more Professional Development is needed on instructional strategies, technologies, and varied formative assessment techniques. Sustained staff development would be more beneficial than one-day workshops. According to the Incident report, classroom instruction is interrupted by numerous incidents of tardiness, disruptive behavior, insubordination,

and horseplay. Professional development may be needed in classroom management techniques to decrease the number of classroom disruptions that affect student achievement. According to the McRel evaluation data from the previous school year, teachers are not using a variety of formative assessments on a regular basis. Teachers are not using technology that could create formative assessment questions and get student responses in real-time in order to provide the teacher with information on whether or not the students understand the concepts (i.e, polleverywhere). Based upon student responses, teachers can modify instruction. Common assessments are not currently available to take online to provide immediate feedback that can drive instruction. Too much time elapses between the administration of the common assessments and remediation.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Teachers found the PD to incorporate the Common Core in their respective academic areas to be relevant and useful in their classroom. The most useful professional development was facilitated by other teachers during new teacher training. The topics included: standards based grading, teaching with technology, improving student engagement, and increasing rigor. More professional development facilitated by other teachers is recommended for all teachers. Professional development held during the summer months is not attended by all teachers. More focused professional development is needed during the school year.

6. How does the school identify educationally at-risk students in a timely manner? Excel spreadsheets were created to track all students. Data is entered into the spreadsheets prior to the start of the school year and after all testing results are available. During the 2014-2015 school year, entrance criteria was used to identify Title I students using math diagnostic tests, NWEA scores, and prior year's state assessments as well as Economically Disadvantaged (ED) status. Data is updated on a regular basis as needed. Common Assessment data is analyzed quarterly at PLC meetings in Math and Language Arts. Progress reports as well as report card grades are also monitored to identify at-risk students. Attendance is monitored on a regular basis by school administration and guidance.

7. How does the school provide effective interventions to educationally at-risk students? Perth Amboy Vocational School provided a Summer Program for students who did not pass the March 2014 Math HSPA. Students attended the program Tuesdays and Thursdays from July 22 – August 21 for 3 hours a day in addition to the four Saturdays before the October test. After-school and Saturday intervention programs provide extended learning opportunities for at-risk students during the school year. During the school day, at-risk students attend an Assisted Reading class to work on reading comprehension strategies. Algebra II students are given supplemental support as well during the school day.

8. How does the school address the needs of migrant students? N/A. We do not have a migrant population.

9. How does the school address the needs of homeless students? N/A. We do not have homeless students.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? The school engages its teachers in data analysis of state assessments (HSPA, PSAT, ASVAB) as well as data from the NWEA MAP testing that is given to the students during the Fall and Spring of each year. Analysis of formative assessment data and common assessment data provides the teachers with short and long term goals for student improvement. Common assessment data is analyzed at monthly PLC meetings. Analysis of state assessments provides the teachers and district with data that drives curricular decisions.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Perth Amboy Vocational School provides the incoming 9th grade students with a summer orientation program to familiarize

the students with the school, staff, administration, and guidance counselors. A math diagnostic test is also given to all incoming freshmen so that placement is made in the correct math courses.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Multiple meetings provided the Schoolwide Team with opportunities to collaboratively analyze data which included state assessments, district assessments as well as data from Genesis. After the initial data was quantitatively analyzed, it was organized into charts and disseminated to members of the team for further analysis of the school's strengths and weaknesses. Additional data was collected as needed to further disaggregate the data and to include more qualitative data. When looking for root causes, the team members were asked to analyze the charts and to ask 'Why' 5 times for each chart to find the possible 'root' causes of each area of concern. Possible root causes were compiled and priority problems were listed from high to low. Team members were instructed to identify the four top priority problems that would increase student achievement and prepare the students with the skills they need to succeed in college and careers.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Instructional Skills and Strategies	Creating Assessment Data to Improve Teaching & Learning
Describe the priority problem using at least two data sources	Common assessments, HSPA, NWEA, PSAT, and walkthrough data indicate that individual student learning needs are not being addressed within the classroom setting, as students are not meeting grade level standards. Teachers demonstrate limited variation in instructional strategies. Teachers tend to use direct teaching (i.e. lecture format) as the primary mode of instruction.	Based on lesson plans, walkthroughs, and evaluation data, teachers are not using multiple sources of data to determine what students do not understand. Students are not using technology on a regular basis. Lesson plans and limited data show inconsistency in adjustments of monitoring student work.
Describe the root causes of the problem	Teachers are not differentiating instruction to help students develop critical thinking and problem solving skills. Students are not working in teams for collaborative discussions or using technology on a regular basis.	Teachers are not using a variety of formative assessments to inform instruction. Common Assessments are not currently available to take online to provide immediate feedback that can drive instruction. Too much time elapses between taking the common assessment and administering remediation. Technology is not available for all students on a daily basis to allow teachers a more efficient way to identify student weaknesses and to provide immediate remediation.
Subgroups or populations addressed	Teachers	Teachers – Racial/Ethnicity – ED - ELL
Related content area missed (i.e., ELA, Mathematics)	Math - ELA	Math - ELA
Name of scientifically research based intervention to address priority problems	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making • Improving Adolescent Literacy: Effective Classroom & Intervention Practices • Using Strategy Instruction to Help Struggling High	IES – What Works Clearinghouse: • Formative Assessment Policies, Programs, & Practices in the Southwest Region • Using Student Achievement Data to Support Instructional Decision Making

	Schoolers Understand What They Read • Organizing Instruction & Study to Improve Student Learning •	
How does the intervention align with the Common Core State Standards?	The College and Career Readiness standards that anchor the K-12 standards call for students to learn skills through technology and multimedia. Mathematically proficient students should know which tools help them perform different tasks, according to the standards. These tools include paper and pencil, concrete models, rulers, protractors, calculators, spreadsheets, computer algebra systems, statistical packages, and dynamic geometry software. When making math models, for example, tech tools help students visualize the results of varying assumptions, explore consequences and compare predictions with data. In English language arts, the anchor standards call for students to use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others. Students should integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (i.e., How the delivery of a speech affects the impact of the words). Students should also be able to gather relevant information from multiple print and digital sources and integrate the information.	The purpose of formative assessments is for the teacher to have an understanding of what information students have mastered in a lesson or unit. In order to help students meet the expectations of the common core standards, teachers must gather evidence from numerous assessments to gauge the mastery level of students and to readjust instruction in a timely basis.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Academic Interventions	College & Career Readiness
Describe the priority problem using at least two data sources	Based on climate & culture, attendance, discipline data, and student assessments, students struggle with upholding school academic and behavioral expectations. Students are lacking basic algebra skills when they enter the VoTech as freshmen. Students who lack the basic skills at the beginning of the year fall further behind as the curriculum gets more difficult as the year progresses.	The district's curriculum is based upon the Common Core State Standards in Math and ELA. Based on common assessment data, and PSAT data, students are not proficient in the Common Core State Standards. Based on the results from the student survey, only 23% of students strongly agree that most of the students will go to college and 50% somewhat agree.
Describe the root causes of the problem	Lack of student engagement of at-risk students within the school community and in the classroom. Lack of teacher communication with parents regarding student's academic progress. Lack of consistent implementation of behavior policies. Need for increased classroom management skills of teachers. More academic supports need to be in place for at-risk students.	Students do not understand the value of a college education. Not all students were eligible to attend the SAT Prep Courses. Of those that were eligible, only a handful completed all the SAT Prep classes. Students need to be assisted in completing the steps for college entry including applying for financial aid. There needs to be an increase in parents' financial awareness.
Subgroups or populations addressed	Racial/Ethnic, Economically Disadvantaged - ELL	Racial/Ethnic – Economically Disadvantaged - ELL
Related content area missed (i.e., ELA, Mathematics)	ELA – Math – Science – Social Studies	Math - ELA
Name of scientifically research based intervention to address priority problems	IES – What Works Clearinghouse: • Drop Out Prevention • Structuring Out of School Time to Improve Academic Achievement	IES – What Works Clearinghouse: • Helping Students Navigate the Path to College: What High Schools Can Do

How does the intervention align with the Common Core State Standards?	The Common Core State Standards was adopted to help ensure that all students graduate from high school with the core academic knowledge and skills necessary for success in collage and careers. Academic interventions are needed to help students become proficient in the CCSS.	The Common Core State Standards articulate the knowledge and skills students need to be ready to succeed in college and careers. The PSAT/SAT is an assessment that measures the reading, writing, and mathematical knowledge and skills that students need to be on track to graduate high school college-ready. The Common Core State Standards are aligned to the expectation of 2 and 4 year colleges and have been internationally benchmarked. Improving student success on the PSAT/SAT will reduce postsecondary remediation rates.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
center	*ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*				
ELA	Students with Disabilities	N/A			
Math	Students with Disabilities	N/A			
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs Economically Disadvantaged	Quarterly Assessments through EdConnect	Teachers, Supervisor of ELA	Quarterly Benchmark Assessments aligned to the Common Core State Standards	IES – What Works Clearinghouse: • Formative Assessment Policies, Programs, & Practices in the Southwest Region (Jan 2008) • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009)
Math	ELLs Economically Disadvantaged	Quarterly Assessments through EdConnect	Teachers, Supervisor of Math	Quarterly Benchmark Assessments aligned to the Common Core State Standards	IES – What Works Clearinghouse: • Formative Assessment Policies, Programs, & Practices in the Southwest Region (Jan 2008) • Using Student Achievement Data to Support Instructional

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

	ESEA §1114(b)(I)(B) <u>strengthen the core academic program in the school</u>;				
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					Decision Making (Sept 2009)
ELA	At-risk students including ELL and ED	Differentiated Instruction	Teachers, Principal, Assistant Principal	Lesson Plans Quarterly Benchmark Scores Focused Walkthroughs Focused Observations	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009)
Math	At-risk students including ELL and ED	Differentiated Instruction	Teachers, Principal, Assistant Principal	Lesson Plans Quarterly Benchmark Scores Focused Walkthroughs Focused Observations	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009)
ELA	All students	Learner-Active Classrooms (using Chromebooks)	Teachers, Principal, Assistant Principal	Lesson Plans Quarterly Benchmark Scores Focused Walkthroughs Focused Observations	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009)
Math	At-risk students	ALEKS (math software program)	Teachers	Pre and Post Tests	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009)
Science	At-risk students	Biology Test Prep for NJBCT	Teachers	Passing score on NJBCT	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009)
Math	At-risk seniors	Standardized Test Prep class	Teachers	Passing score on ACT or SAT	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009)

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A			
Math	Students with Disabilities	N/A			
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs Economically Disadvantaged At-risk Students	Assisted Reading	Teachers, Supervisor of ELA	Pre and Post Assessments Improved Quarterly Assessment Scores	IES – What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making (Sept 2009)
Math	ELLs Economically Disadvantaged At-risk students	Math Support in Geometry & Algebra II	Teachers, Supervisor of Math	Improved Quarterly Assessment Scores	IES – What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making (Sept 2009)
ELA Math	At-risk Students	After-school Tutoring	Principal, Guidance Counselor	Attendance at Tutoring Sessions Report Card Grades	IES – What Works Clearinghouse: Using Student Achievement Data to Support Instructional

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
					Decision Making (Sept 2009) • Drop Out Prevention (Sept 2008) • Structuring Out of School Time to Improve Academic Achievement (July 2009)
ELA Math	At-risk Students	Saturday Intervention Program	Principal, Guidance Counselor	Attendance at Tutoring Sessions Decrease in the number of Discipline Referrals Decrease in the number of Excessive Absences/Tardies Report Card Grades	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009) • Drop Out Prevention (Sept 2008) • Structuring Out of School Time to Improve Academic Achievement (July 2009)
ELA Math	Juniors and Seniors	PSAT/SAT Prep	Principal, Guidance Counselor	Attendance at Program Passing score on PSAT/SAT	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009) • Helping Students Navigate the Path to College: What High Schools Can Do (Sept 2009)
ELA Math	At-risk Senior students	ACT Test Prep	Principal, Guidance Counselor	Attendance at program Passing score on ACT	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009) • Helping Students Navigate the Path to College: What High Schools Can Do (Sept 2009)

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA Math	At-risk students	Naviance TestPrep for SAT and ACT	Guidance Counselors	Passing score on SAT	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009) • Helping Students Navigate the Path to College: What High Schools Can Do (Sept 2009)

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A			
Math	Students with Disabilities	N/A			
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs Economically Disadvantaged At-risk students	Strategies for Achieving Success with Struggling Readers and Writers	Teachers, Supervisor of ELA	Attendance at Workshop Quarterly benchmarks Focused walkthroughs Focused observations	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009) • Improving Adolescent Literacy: Effective Classroom & Intervention Practices (Aug 2008) • Using Strategy Instruction to Help Struggling High Schoolers Understand What They Read (Oct 2007) • Organizing Instruction & Study to Improve Student Learning (Sept 2007)

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs Economically Disadvantaged At-risk students	Differentiation in the Math Classroom	Teachers, Math Supervisor	Attendance at Workshop Quarterly benchmarks Focused walkthroughs Focused observations	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009) • Organizing Instruction & Study to Improve Student Learning (Sept 2009)
ELA	At-risk students	Reducing Behavior Problems/Classroom Management to Increase Student Achievement	Teachers, Guidance Counselor	Attendance at Workshop Decrease in the number of Discipline referrals	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009)
Math					
ELA	All-students	Learner-Active Classrooms (using Chromebooks in the classroom to improve student learning and increase student achievement)	Teachers, Principal, Assistant Principal	Attendance at Workshop Focused walkthroughs Focused observations	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009)
ELA	All students	Collins Writing	Teachers, Principal, Assistant Principal	PD evaluation surveys Focused walkthroughs Focused observations	IES – What Works Clearinghouse: • Improving Adolescent Literacy: Effective Classroom & Intervention Practices (Aug 2008)

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
Math & ELA	All students	Using Assessment Data to Improve Learning (creating and using multiple forms of assessment to inform instruction)	Teachers, Supervisor of Math and ELA	PLC Minutes Focused Walkthroughs Focused Observations	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009)
Math & ELA	All students	Naviance Program (college planning tools)	Guidance Counselors	PD evaluation surveys	IES – What Works Clearinghouse: • Helping Students Navigate the Path to College: What High Schools Can Do (Sept 2009)
All subjects	All students	Differentiated Instruction – instructional strategies to increase student achievement and student engagement.	Teachers Principal	Lesson Plans Focused Walkthroughs Focused Observations	IES – What Works Clearinghouse: • Using Student Achievement Data to Support Instructional Decision Making (Sept 2009) • Organizing Instruction & Study to Improve Student Learning (Sept 2009)

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   The schoolwide program will be evaluated internally by the school principal and Stakeholder/Schoolwide Committee with the assistance of the Title I Coordinator and Central Office. It will be evaluated quarterly.

2. What barriers or challenges does the school anticipate during the implementation process?

   Ongoing professional development and resources will have to be given during the school year in order to implement the program with fidelity. Walkthroughs and observations will have to be focused on whether the teachers are implementing the strategies learning during their professional development workshop(s). Additional professional development can be provided based on data from walkthroughs and observations. One challenge would be possible low attendance of after-school tutoring due to afterschool jobs or participation in sports activities. Another challenge may be transportation problems that do not allow students to participate in the Saturday Intervention Program.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   After the Schoolwide Plan is completed and approved, it will be presented to the staff at a faculty meeting. The Plan will also be shared with the community and all internal stakeholders during the Stakeholder/Schoolwide Committee Meetings. Stakeholders will have an opportunity for questions and feedback.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   The Plan will be presented to the staff at a faculty meeting. Surveys will be administered to the staff and feedback can be provided within the survey or during faculty meetings and PLCs.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   The Schoolwide Plan will be available online and during informational sessions. Community members are part of the Stakeholder/Schoolwide Committee and will be part of the evaluation process. Feedback can be given at all informational sessions.

6. How will the school structure interventions?

   After-school tutoring – All students are invited to attend tutoring sessions. Academic support will be provided to all students who request it. Teacher recommendation is also used to schedule students in after-school tutoring sessions.

   Students identified as needing additional support based on data are placed in to Assisted Reading classes for ELA, Biology Test Prep for Science, and/or Geometry or Algebra II support for Math.

   Students identified as not meeting state assessment regulations are placed in ACT Prep classes.

   Saturday Intervention Program – Students who are at-risk of failing due to excessive tardies or absences are recommended to attend the Saturday Intervention Program where students can receive academic support as well as guidance on behavioral and academic expectations of the school.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

7. How frequently will students receive instructional interventions?

   Assisted Reading and Math support classes will be given during the school day. After-school tutoring will take place from 3:45-5:45pm on Tuesdays and Thursdays starting in October and ending in June. The Saturday Intervention Program will take place on Saturdays from October through March for 3 hours. It will also take place on Saturdays from April through June for 6 hours each day.

8. What resources/technologies will the school use to support the schoolwide program?

   Aleks (math software) will be utilized to close the gap on academic achievement in Math. EdConnect will be utilized to assist in collecting data from Quarterly benchmark assessments and to align remediation coursework with the Common Core State Standards. Chromebooks will be utilized to provide access to the web for research as well as a tool to take the quarterly benchmark assessments.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   Discipline (referral) data, quarterly benchmark data, progress reports, report cards, walkthrough data, observation data, PSAT/SAT/ACT scores, parent, staff and student surveys, professional development evaluation surveys as well as attendance data from after-school programs and professional development workshops.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    The schoolwide plan evaluation will be disseminated at the Stakeholder/Schoolwide Committee Meetings, end of year Staff Meeting as well as Parental Informational Sessions.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A			
Math	Students with Disabilities	N/A			
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA Math	ELLs Economically Disadvantaged At-risk students	Parent Information Sessions	Teachers, Guidance Counselors, Principal	Attendance at Parent Sessions	IES – What Works Clearinghouse: - Helping Students Navigate the Path to College: What High Schools Can Do (Sept 2009) - Structuring Out-of-School Time to Improve Academic Achievement (July 2009)
ELA Math	ELLs Economically Disadvantaged At-risk students	Back-to-School Night (fall) Open House (spring)	Teachers, Guidance Counselors, Principal	Parent Surveys Parental Attendance sheets Number of parents accessing Parent Portal in Genesis	IES – What Works Clearinghouse: - Helping Students Navigate the Path to College: What High Schools Can Do (Sept 2009) - Structuring Out-of-School Time to Improve Academic

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Achievement (July 2009)
ELA Math	ELLs Economically Disadvantaged At-risk students	Parent-teacher Conferences (upon request)	Teachers, Guidance Counselors	Parent Surveys	IES – What Works Clearinghouse: - Helping Students Navigate the Path to College: What High Schools Can Do (Sept 2009) - Structuring Out-of-School Time to Improve Academic Achievement (July 2009)
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

   Informing parents of their child's academic growth and development results in better communication between school and home as well as increased assistance to their child. Informational sessions will be held during the school year to provide parents with information on the Title I Schoolwide Plan, share data on school/student performance and provide strategies parents can use to assist in their child's learning.

2. How will the school engage parents in the development of the written parent involvement policy?

   Parents as well as community members are an integral part of the Stakeholder/Schoolwide Committee who will develop a plan.

3. How will the school distribute its written parent involvement policy?

   The Title I parent involvement policy will be mailed home during the month of August. The Title I Schoolwide Plan will be provided to parents at Back-to-School Night, guidance conferences, and at all parent information sessions. The plan is also reviewed by parents and community members during the Stakeholder/Schoolwide Committee meetings.

4. How will the school engage parents in the development of the school-parent compact?

   The school-parent compact will be developed by teachers and parents during September and mailed home to all students for parental signatures.

5. How will the school ensure that parents receive and review the school-parent compact?

   The compact will be mailed home to parents and returned to school with parental signatures.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

6. How will the school report its student achievement data to families and the community?

    Student achievement is presented to the BOE, parents and community members at the Board of Ed meeting every fall. Individual Student Reports for EOC Biology and other state assessments will be mailed home. Progress reports are mailed home. Parents have access to the Parent Portal in Genesis throughout the school year to monitor classroom performance/achievement.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

    District letter is sent to all families with students in the ELL program.

8. How will the school inform families and the community of the school's disaggregated assessment results?

    The school's disaggregated assessment results are presented to the BOE, parents and community members at the Board of Ed meeting every fall. Parents and the community are also informed of the school and district achievement through the School Report Card on the website.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

    There are multiple parents and community members that served on the Stakeholder/Schoolwide Committee to support parent and community involvement.

10. How will the school inform families about the academic achievement of their child/children?

    Progress reports, report cards, parent-teacher conferences (upon request), Back-to-School Night, parent phone calls, email communication and the Parent Portal in Genesis.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

    Parent involvement funds will be utilized at parent information sessions.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	14	Ongoing Professional Development, New Teacher support meetings are held once a month throughout the school year
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	
	N/A	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	N/A	N/A
	N/A	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	N/A	
	N/A	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The district organizes a new teacher orientation for two days during the summer. New teachers attend a new teacher support meeting facilitated by the Director of Instructional Services once each month. Teachers also receive training in data analysis and teacher collaboration during their monthly PLC meetings. Professional development is scheduled during each of the in-service days during the school year.	Director of Instructional Services